

Analysis on the College Students' Management under the Mode of Chinese-Foreign Cooperation in Running Schools -- a Case of Sino-Korea Cooperation in Running School*

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Abstract. University students management under the mode of Chinese-foreign cooperation in running schools is a systems engineering, doing well is the foundation of improving educational quality management of college students, is the key to cooperation. This article to Sino-Korean cooperation "3.5+0.5" mode, for example, analyzing the University students management under the mode of cooperation with teacher in charge of a class of "four heart" features, characteristics of Sino-Korea mutual recognition of credits of enrollment management and student guidance in graduation design characteristics of double-system management.

Keywords: Model of Chinese-Foreign Cooperation in Running Schools; Management of College Students;

1. Introduction

Student management work in the Chinese-foreign cooperation in running schools is a systems engineering, blending different cultures clash, at home and abroad, to improve students' literacy skills, professional, communication and collaboration capabilities compared to non-cooperative education more diversified; But at the same time, Chinese-foreign cooperation in running schools on student enrollment management, student management, also brought a certain degree of management more difficult. Do the management work of students is the lifeline of Chinese-foreign cooperation in running schools, is the basis for improving the quality of cooperation. This Sino-Korea cooperation in running school "3.5+0.5" training mode, for example, analyzing the work of college student management under the mode of Chinese-foreign cooperation in running schools, promote healthy, sustainable development of Chinese-foreign cooperation in running schools.

2. Characteristics of Sino-Korea cooperative running mode of student management

2.1.Sino-Korea cooperation in running school mode and its characteristics

Sino-Korea cooperation in running school "3.5+0.5" mode: three years and a half of study in domestic (0.5 for short) and half a year of study((0.5 for short) in Korea for students. "0.5" set for the 6th semesters three grade at the University, students finishing class system to Korea to experience Korea good characteristics and teaching methods of specialized courses. At present, Shanghai University of engineering science majoring in multimedia design (cooperative) running 10 years has trained 6 graduates, talents training with notable features:

Sino-Korea cooperation in running school 10 years built an international teaching staff, developed a system of training, science, fusion of two school characteristics and advantages of "3.5+0.5" under the cooperative education mode of curriculum system. In cooperative mode, the cultivation of students ' professional knowledge, skills, application of skills to improve soon. Constantly improve the quality of the students, by leaps and bounds. The clash and blend of different cultures between China and South Korea cultivated the students' comprehensive cultural literacy; Broaden students ' international perspective;

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Cultivated the compound talents of digital media applications who are the digital media industry in urgent need of.

2.2. Student management under the mode of running Sino-Korean cooperation and characteristics

Student management under the Chinese-foreign cooperation in running schools, including student management teams—the training and the management of instructors and the class teachers, mutual recognition of credits for enrollment management at home and abroad, management of graduation design guidance, require Science advanced methods of management effectiveness of its management, is one of the key to Sino-foreign cooperation in running schools.

2.2.1. Student management team construction and management features

(1) The composition of the management team of students: Cooperative running mode of students in class instructors team formed by teachers. Instructors and class teachers play an important part in students' ideological education, professional guidance and troubleshooting solutions, take the responsibility of the construction of the class and class culture. They are the Mentors of the students and serves as a student with teachers, schools and parents to communicate and Exchange bridge. Because students in the entire class system to Korea while studying, tutor in addition to both students of class living mentors, supervisors' management duties, and footmen teaching professional to guide student learning, therefore, given the Sino-Korea cooperative education mode of "0.5" whole class system to Korea learning characteristics, class instructors take on heavier responsibilities.

(2) Construction of student management team: Sino-Korea cooperation projects specifically target responsibility system and evaluation criteria of the teacher in charge of a class, fully affirmed the work performance of the teacher in charge of a class, and protection in evaluation and incentive systems, stimulating classes instructors work with enthusiasm, positive atmosphere create a shift supervisor. 10-ROK cooperation in the process of running, Sino-Korea cooperation mode of the class instructors must have quality and functions, the following four characteristics in the Sino-Korea cooperative education training plays a crucial role in:

Have a high sense of mission and responsibility. Mission is that the person, on a certain society, at certain times, give a sense of mission and identity to the society and the country, [4] sense the soul of modern vocational spirit [5]. "Sense of responsibility "refers to the individual towards themselves and others, their family and collective responsibility, national and social cognition, emotions and beliefs, as well as corresponding with the consciousness of compliance with norms, to assume responsibility and to fulfill their obligations [according to Baidu explain words,]. Cooperative mode of students in class instructors in cultivating the Sino-Korea cooperative mission entrusted by the talent of perception and recognition, shoulders the responsibility of international talent, that is, with a high degree of class tutors mission.

Have a strong concept of family and caring heart. Mentor to the students as their loved ones, on students caring hearts, will identify students ' perplexity, problem, will try their best to help students to solve the problem. Only to give students more attention and love to move students, students will tell instructors as their family members, instructors may also find the deeper issues, and resolved in a timely manner. Therefore, the students have a strong concept of family and caring heart to achieve communication with the students' hearts and heart, is the instructors in Sino-Korea cooperation in running school mode is particularly important for students' learning and life management.

Has a heart of great accomplishment and patience. China's one-child created a now college students in the era of low mind, self strong, independent poor, weak team. The issues are more prominent after the students went to Korea : students are not adapt to the language, courses, Korea teaching and teachers ' teaching methods and so on, along with it some students feel physical discomfort, more students required to return home. At this time ,the instructors not only repeatedly to do ideological work of students, but also up and down the "pass the thread through the eye of a needle" help students to solve life problems in Korea schools, and so on. These are testing the cultivation of class tutors and needed class instructor had a lot of patience.

In the sense of mission and sense of responsibility, a strong concept of family and caring heart., a heart of great accomplishment and patience, and the students' pledge allegiance "four heart" efforts with the instructors to the student management in particular "0.5" in Korea in the first semester of study, life management is significant. As a Sino-Korea cooperative education and training multimedia design talents, Sino-Korea cooperation sustainable development plays an important role.

(3) The effect of the instructors' "four heart": "Korean" affects China, particularly generation y, generation of college students. 2011 girls-Korean star to reach crazy proportions, would like to study abroad to realize the Star-chasing dreams. In Korea during her study, she constantly made out of view of the various shows, stars, or even absent, it has a serious impact on learning and will bring bad effect to the class as a whole. Have a high sense of mission and responsibility, the instructors pay attention on the changes of her thought and psychological changes at all times, and communicate with the parents, and dredge students of psychological, well-meaning, and persuasive, and formed learning group and the students together learning, give guide in learning method, also launched class Committee, and with bedroom students give special of care, teacher of cultivation and patience, and strongly of relatives views and care heart infection with students, sincere of really finally won students and of pledge allegiance, are has recovery star girls of understanding. The girls studies hard after that and has a pleasant personality. Instructors' "four heart" has a good effort on the smoothly developing Sino-foreign cooperation in running schools.

2.2.2. Sino-Korea mutual recognition of credits in management of student status and characteristics

Student school register management includes admission management, courses, credits, courses, educational administration, student enrollment management, student management, and mutual recognition of credits for enrollment management at home and abroad is characteristic of Chinese-foreign cooperation in running school register management.

Sino-Korea cooperative credit system management project will carry out the credit system management. Students who learn about educational administration are consistent with the non-Chinese-foreign cooperation in college students. But students in Korea during the Korea course credits and domestic implementation of the mutual recognition of credits obtained: including Korea University credits in common understanding, standard identification of the connotation and value of credits, credit swaps and request. Therefore, students to Korea before the study, passed to transform the credit for students in national statistics in a timely manner to Korean schools the entrance qualification; Students returning after the end, timely and accurate access to students in Korea credits of student transcripts and converted to meet domestic requirements, entry of school roll management system in a timely manner.

China and South Korea implement mutual recognition of credits, is the basis for ensuring teaching quality, cooperation in running smoothly. Students in Korea learn candidates get Korea of realistic University certificates, realistic certificate and the student learning experience in a foreign country is conducive to student employment job search.

2.2.3. Design double guidance of management and characteristics of graduate students

The graduation design guidance under the mode of cooperative will implement the Sino-Korean double system. It is not only the works of graduate students' four-year comprehensive embodiment of knowledge, but also are Sino-Korean fusion expression of teacher education, teaching methods. We Han double-guide management system innovation implemented: graduation design works dominated by Korean teacher, teachers, supplemented by the Chinese side; Graduation thesis, Korean side dominated by Chinese teachers teacher supplement. Korean teachers pay more attention to students' professional teachers pay more attention to design technical guidance, the Chinese side Guide to student understanding and grasping. Double under the guidance of project of Korea advanced multimedia features, blend in the Han culture, thought, as a whole. In China and South Korea win under the education of teachers, at the quality of graduation design works more than one strong. 2011 "Edutainment · integration" as the main theme of the graduation design exhibition, design concept focused on the field of multimedia education, combined with learning in the design of psychological characteristics and cognitive patterns, interactive multimedia technology into full

play and features integrated, both from a Visual graphic design in terms of interactive technology, full of excited learners interested and fun.

3. Student management under the mode of running Sino-Korea cooperation difficulties

3.1. Difficulty 1: Korean culture collision resulted in standardized management of student behavior

"People-oriented" education in China is dominated by education, Korea expression is subject to the system. For example, "smoking is not allowed in the dormitory" is China and Korea schools are provided at home, smoking is seen if the student in the dormitory, often dominated by education, up to a fine; Korea school after 3 warnings issued notice allowed the students to live in the dormitory, no matter what you're looking for are not. Student renting, which increase the economic burden on foreign fees to parents, bring to students ' safety management more difficult. The long term formed habits of students are difficult to adapt to the requirements of foreign countries, which made it difficult to management the student behavior standardized.

3.2. Difficulty 2: whole class system to Korea led to the whole group of students' management.

Sino-Korea cooperation in running school "3.5+0.5" mode, require students to the whole class system to Korea "0.5" academic year. But there is often a large gap between the level of the students in Korea, family economic capacity also varies, particularly the burden of poor family, these all brings new problems for the whole group management.

3.3. Difficulty 3: "0.5" mode causes students to retake enrollment management

According to the provisions of University enrollment management, student last term and end of course exams, if failure occurs, or retake exam before the start of next term. Students to cooperative mode in Korea before learning of the 5th term, appears if student course exam need to be rebuilt, especially retake courses to delay 1 year, after returning from the 7th semester of restoration, this semester students are entering senior year (7th semester) graduation studies. Students go abroad to come back even more prominent, Korea during 6th term individual students not academically qualified efforts particularly unsuited to lead learning, need to be in the 6th semester of the second year following the next Korea retake. This not only puts pressure on students ' graduation, enrollment management brings a degree of difficulty of the students graduating on time.

3.4. difficulty 4: "0.5" model lead to students ' research training, innovation project management

In order to encourage students to participate in research projects, improving innovation capacity, research training program for college students in recent years, innovative project City Board, school attention, Sino-Korea multimedia design professional actively formed teachers guide, students also participate in. Research training or investment in innovative projects require students to one year or more to complete, so seniors do not attend; Training and scientific research or innovation schemes need to have certain majors of students participating in Varsity freshmen are also not appropriate. Visible, sophomore, 32-year student at school, especially junior is more suitable. Sino-Korea cooperation in running school "3.5+0.5" mode of junior students are Korea, tutor at home is difficult to face-to-face instruction, training, it is difficult to achieve the goals of innovation, scientific research ability of college students, schools imposed on items are difficult to track check, students research training, innovative planning and management difficult.

4. The reform proposals of "3.5+0.5" student management under the mode of Sino-Korea cooperation in running school

In its 10th year of running Sino-Korea cooperation, cooperation between the two sides since have adopted "3.5+0.5" training mode, this initiative through years of practice has proved that not only make the students in Korea mastering of new technologies to the world, their creative ideas, design ideas, capacity has

been significantly increased, while the comprehensive qualities of students have a comprehensive upgrade. "3.5+0.5" brings training modes of student management issues, put forward two proposals:

The "3.5+0.5" model will be reformed to "3+1" training mode, that is, learning at home for three years (3 for short), at Korea for one year (1 for short), Korea year arrangements the 5th semester and the 6th semester. Students in Korea learn to integrate better into the year Korea culture, Korea context more conducive to improving the level of Korean students, research training, innovative program for college students by Chinese teachers and teachers of Korean common instructions to complete. The one year of learning experience in Korea created conditions for students to be employed.

Students who went to Korea in the one year, further perfect the system, both sides together to provide scholarships in the establishment of incentive mechanisms, development of poor students Foundation policy

Through constant practice and trial and error, cooperative running mode of student management work has accumulated rich management experiences, gradually formed its own advantages and characteristics. Summary of "3.5+0.5" under the cooperative education mode of experience and problems of management of college students to implement "3+1" cooperative education modes provide the scientific basis, to provide innovative talents cultivation of Chinese-foreign cooperation in running schools international experience.

5. Reference

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